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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601



CBP000011

TO THE PARENTS OF:



-Commonwealth of Kentucky-

SCHOOL REPORT CARD

for the 2006-2007 school year



Buckner Elementary School

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School Enrollment: 669

Our School Council

Lisa Cheek	Paula Moore
Tommie Hargus	Jennifer Graff
Angelica Fotos	John Conway
Amy Babey	

Dear Parents/Guardians: This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning enviroment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

About Our School: Buckner Elementary School opened its doors on August 23, 1998. The faculty and administration at Buckner Elementary School believe that our goal is to develop literate, productive, responsible American citizens who retain curiosity and a love of learning. We acknowledge that Buckner Elementary School should help foster an understanding of the individuals responsibility to self and others. We strive to help our children develop into responsible, life-long learners. We accomplish our goals with the help of an experienced professional staff and strong parental support. Our instructional program provides opportunities to develop each childs emotional and physical skills as well as his or her academic abilities. Therefore, we provide a rigorous academic program in a secure and nurturing environment.

How Our School Ensures Educational Equity: The faculty and staff of BES strive to ensure educational equity for our students. An Individual Learning Goals plan is developed for every student at BES that highlights academic strengths and goals for the year. Parents and staff work together to develop plans that include social growth goals as well as home goals. Students identified for special education services have individualized education plans (IEPs) developed to meet their targeted needs. Gifted Student Service Plans (GSSP)are developed for students qualifying for services in the area of gifted and talented. Teachers use a variety of assessments to continually monitor academic progress, design lessons according to student needs, and implement differentiated instruction to match those needs. Through relationships, teachers create safe and engaging learning environments in which every student feels success.

Other Important Information About Our School

State Contest Results: 2002, 2004, and 2006 Kentucky Pacesetter School (Top 5% in achievement on the State Assessment Program.) State Level 5 Recognition level for surpassing 100 on the academic index Spring 2006.

Extracurricular Activities: 4th and 5th grade intramural basketball, cheerleading, and cross-country; 4th and 5th grade Performing Arts Club (chorus and drama); 3rd 5th grade Student Council; 4th and 5th grade Environmental Club; 4th and 5th grade Governors Cup/Academic Team; 4th and 5th grade Newscast Team; 4th - 5th grade art club (B.A.G. Buckner Art Guild.) An after-school child care program is available to all students, K 5.

Awards & Recognitions: National Board Certified Teachers: Angelica Fotos, Fourth Grade teacher and Deborah Sullivan, Early Primary Teacher. Buckner Elementary School: 1999 Architectural Award of Excellence in Interior Design from American Schools and Universities, 1999 American General Contractors of Kentucky Building Award for Outstanding Public Building.

What We are Doing to Improve: The Comprehensive School Improvement Plan outlines specific needs, goals, objectives, and activities to support continual improvement in student achievement. The teachers, administrators, and parents on the CSIP committee, along with the SBDM Council, work together to develop, implement, and monitor strategies that are focused on continual improvement. Daily, instructional practices are analyzed and revised to ensure best practices are in place.

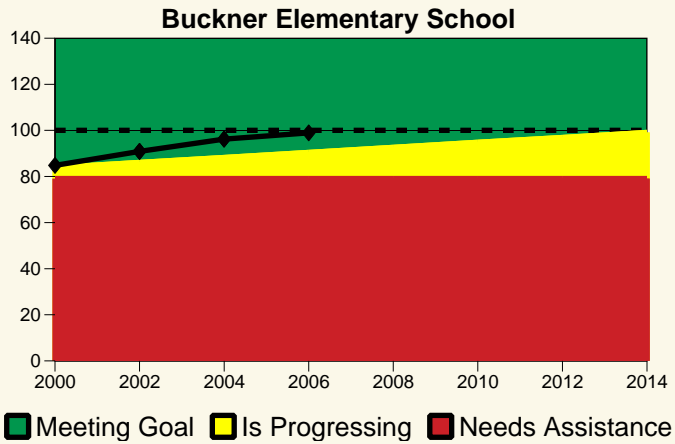
Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	350	103.99	350	110.06
White	335	104.32	335	111.26
African American	6	NA	6	NA
Asian	NA	NA	NA	NA
Hispanic	6	NA	6	NA
Free/Red. Lunch	41	86.14	41	78.28
Non-Free/Red. Lunch	309	106.36	309	114.28
Limited English	2	NA	2	NA
Non-Limited English	348	104.11	348	110.41
Disability	54	81.8	54	81.04
No Disability	296	108.04	296	115.36
Male	173	100.71	173	104.59
Female	177	107.19	177	115.39
Students Excluded	0	NA	0	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Commonwealth Accountability Testing System

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	83.9		84.8
2002	86.1	79.1	90.9
2004	88.2	79.1	96.2
2006	90.4	79.1	98.9
2008	92.6	79.1	
2010	94.8	79.1	
2012	96.9	79.1	
2014	99.1	79.1	
Standard Error: 0.9			

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PL/VS
		Elm	Elm	4th	Elm	5th	5th	4th
Novice	School	3%	4%	1%	2%	2%	2%	5%
	District	4%	7%	4%	2%	4%	7%	11%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	15%	14%	15%	19%	18%	12%	9%
	District	17%	19%	18%	28%	24%	17%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	83%	82%	84%	80%	80%	85%	86%
	District	79%	74%	78%	69%	72%	76%	75%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	104	110.1	109.8	96.8	103.3	112.6	102
	District	101.6	102	106.6	94.3	96.9	104	91
	State	95.6	90.5	95.9	88.1	88.5	83.6	86.8

NRT/Readiness Assessment: The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50%ile.

NRT/Readiness	NRT	
	School	District
Reading	65%	77%
Mathematics	66%	78%
English	%	%
Science	%	%
Composite	%	%
Name of NRT	Iowa Test of Basic Skills	

Other Measures: The third component of CATS is our school’s performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate
School	96.5%	0%
District	96%	1.2%
State	94.6%	2.9%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100%

Procedures in Place in Our School for Drug and

Weapons Detection: Buckner Elementary strictly adheres to the Oldham County Board of Education policies outlining procedures to address drug and weapon detection. All staff have been trained in

emergency procedures and have a copy of the Safe Schools Plan which delineates responsibility for staff should an emergency arise. All visitors must enter the school building through one entrance; they must sign in and are required to wear a name tag. All students receive instruction on healthy life style choices, which includes drug and alcohol abuse resistance and prevention.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4478	20:1	3.3:1	60%
District	\$7985	18:1	3.8:1	91.9%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: All staff and students have access to a fully networked instructional computer system with internet resources and a full range of instructional tools that meet state and national standards. Technology is used to design and implement instruction as students use technology as an integral part of their educational experience. Each classroom is fully equipped with an Interactive classroom system. As a result, students are actively engaged by using technology to inquire, explore, and expand their learning regularly.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	660	55	9	4658

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	3%	0%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	5%	2%
Average Years of Teaching Experience	9.4	10.7	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	35.5%	48.4%	16.1%	0%	0%	100%